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In our efforts to scaffold historical inquiry it becomes clear that some students are not accustomed to this kind of teaching/learning process. Chapters 8 and 9 in *Doing History* make this clear and provide a variety of strategies to scaffold and facilitate student inquiry. For this activity, **each group will examine their assigned sections in *Doing History* and provide examples from this section of the modeling/scaffolding strategies used and the assessments developed to assess student learning.**

Additionally, **each group will find and discuss examples of these same modeling, scaffolding and assessment strategies in** [**The History Blueprint: The Civil War**](http://historyblueprint.org/the-civil-war). Each group is assigned one of the lessons from this unit and will **analyze this lesson in terms of the primary sources used, the modeling/scaffolding of these primary sources and the assessments used to evaluate student learning from this lesson.** Provide at least **three examples of each of these strategies from the assigned lesson.**

All groups must **also review and report on the section entitled *Investigating with English Language Learners (p. 94)*. For this section, provide two examples of how concepts were modeled for ELL students or how scaffolding was provided to them.** Also, **provide two examples from** [**The History Blueprint: The Civil War**](http://historyblueprint.org/the-civil-war) **that supports an English Language Learners understanding of the lesson content or material in this document.**

Group 3: Reaching Conclusions (p. 91)

Now, What Does it Mean? (p. 105)

[Strategies and Battles](http://historyblueprint.org/civil-war-lesson-3-strategies-and-battles.pdf) Lesson #3

## Part I

* **Reaching Conclusions. P 91**

Modeling/Scaffolding

1. Demonstrated how to do their Venn Diagrams
2. Asked students what kind of information might go in each space
3. Modeled how the diagrams could help them
4. Asked the students what conclusions they could reach using their information.
5. Offered the scoring guidelines to help students better understand what she was looking for. “use of details.”

Assessments

1. A Venn Diagram: To help students organize the information they found on their topics
2. Diagnostic assessment: Checking student work during the lesson.
3. History Museum display and report

* **Now, What Does it Mean? P 105**

Modeling/Scaffolding

1. Scaffold students into editing their scripts to make sure each line included important information about their topic.
2. Scaffold each group to figure out what they need in their scripts:
   1. a fact in each line.
   2. Different sections of script for the skits: floods, dates, scenery.

Assessments

1. Students developed skits to show their parents
2. Checked students written scripts for their Skits

## Part II

**Examples of Assessments**

1. Teacher listens to student’s discussions and answers to questions from the documents they had read.
2. Teacher used different types of graphic organizers to document evidence to write compare and contrast paragraph/summary
3. Teacher used different types of graphic organizers to document evidence to write an interpretive paragraph/summary
4. Teacher used documentation on primary source and map analysis to assess them

**Examples of Modeling**

1. Teacher models going though textbook passages and demonstrated how to compare and contrast and organize information
2. Teacher models how to identify the advantages of each group and how they impacted the war using part of the reading text assigned. Then instructs students to practice with the rest of the reading
3. Teacher writes her thoughts/ideas and the students thought/ideas on board and demonstrated how to use the information to have good groups discussions and how to use them for summative written assignment.

**Scaffolding and Primary Sources:**

1. The Strategies and Battles Lesion #3 provided examples of the use of scaffolding, which included the focus question “Why did the North Win?” for the Unit while explaining that the question will be a revisited throughout the unit. The students are told that as they will work through the assignment they will see there is no one answer and they will consider multiple factors. Students are also provided several organizers to help them manage the information they find, such as the compare and contrast charts (Advantages of the Union and Confederacy Comparison Chart, Civil War Battle Evidence Collection Sheet). The teacher modeled the use of the Making an Interpretation organizer as a focus tool for student’s use as they reviewed what they had learned regarding the reasons and evidence of why the North won. Throughout the lesson the teacher assisted students with understanding the vocabulary (i.e., offensive-defensive) so they could better understand the information they were reviewing. The teacher also evidenced scaffolding by asking probing questions while students were reading, reviewing the text as well as at the battle stations; and providing explanations and so students understood the text, as a whole class or while circulating around the room.
2. The teacher used multiple primary sources in the form of maps/diagrams, and pictures/prints of the various campaigns and battles during the civil war. These enabled the students to see the strategy of both the North and the South during the war as well as the locations and details of the battles. The teacher also provided evidence for use some of the organizers. (**Maps/Diagrams**: Advantages of the Confederacy and the Union; Scott’s Great Snake; **Pictures and Prints**: Fort Sumter (April 12, 1861); Bull Run / Manassas (July, 1861); *U.S.S. Monitor* vs. *C.S.S. Virginia* (formerly *U.S.S. Merrimack*) (March 9, 1862); Fort Donelson (February, 1862); Shiloh (April 6, 1862); Shenandoah (May, 1862); Antietam (September, 1862); Gettysburg (July 3, 1863); Vicksburg (July 4, 1863); Fort Wagner (July 18, 1863)’\; Sherman’s March to the Sea (November - December, 1864); Appomattox Courthouse (April 9, 1865).

## Part III

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**Investigating With English Language Leaners**

First Example shown of how concepts were modeled for ELL Students is when the teacher has her students do a project where her students bring in objects from their home and let students drawn from their own experiences and background knowledge. Allowing students of ELL to do this gives them cognitive and affective benefits. This allows ELL Students to make connections of their families and communities to their academic achievement. This lets the students have a connection and develop meaningful and enduring understanding.

Second example she uses in this section for ELL is explaining to her students history is much more than written text which can be overwhelming for ELL students. Teacher has her students examine physical artifacts and visual images. This gives students the chance to observe images and touch objects which a welcome relief from the steady us of words. Students can still learn a great deal from using this sources.

**Examples of English Language Learners in the History Blueprint: The Civil War**

Example 1:

The freedom wall is a great way to help ELL students. It allows students to see the different meanings of freedom to people of the Civil War period and the changes in the meaning of freedom brought about by the events of the war. Hopeful the different meaning of freedom will help ELL students to get clearer pictures of what freedom means in the Civil War.

Example 2:

Regents of the University of California, All Rights Reserved *“The Union versus secession. The Union builds bridges and secession destroys them.”1 print: wood engraving, 1861. Source: The Library of Congress:* <http://www.loc>.

In lesson two the picture that is used in it gives ELL students a great example of what was going on with the Union and The Session.